

# Unit Planning Guide: Grade \_\_3\_ Unit \_\_5\_ of \_6\_\_

Unit Title: Using Words to Create Images	Pacing (Duration of Unit): 2 weeks 29-31
Grade: 3	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

## Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

### Standards (Priority Standards in bold):

**RF3.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**W3.ma3.a** Write poems, descriptions and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.

SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

RL3.5 Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier.

RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 texts complexity band independently and proficiently.

L3.5a Demonstrate understanding of word relationships and nuances in word meaning. Distinguish the literal and nonliteral meaning of words and phrases (e.g., take steps).

L3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**RL3.MA8a** Identify elements of fiction (e.g. characters, setting, plot, problem, solution) and elements of poetry (e.g. rhyme, rhythm, figurative language, alliteration, onomatopoeia)

### WiDA Standards (ELL)

**WIDA for English Language Learners**  
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:**

- Poetry conveys meaning and emotion; poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques and poetic elements.
- Key elements of a poem include stanzas and figurative language
- Poems have certain structures

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What makes a piece of writing a poem?
- Why is figurative language important to the understanding and appreciation of poetry?
- Where do poets get their ideas and inspiration?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Figurative language including alliteration, onomatopoeia, rhyme, rhythm
- Literal and nonliteral meanings of words or phrases
- Shades of meaning among related words

**Key Academic Vocabulary**

figurative language,  
alliteration,  
onomatopoeia  
rhythm  
rhyme  
poetry  
stanza  
verse

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Comparing and contrasting the most important points and key details presented in two text/poems on the same topic (Analyzing)
- Reading grade –level prose and poetry orally with accuracy and appropriate rate and expression (Understanding and Applying)
- Creating engaging audio recordings of poems that demonstrate fluid reading and adding visual displays when appropriate to emphasize or enhance certain facts or details (Creating)
- Reading with sufficient accuracy and fluency to support comprehension (Understanding and Applying)
- Referring to parts of poems when writing or speaking about a text using terms such as stanza; describe how each successive part builds on earlier sections (Applying, Remembering, Understanding)

metaphor  
similes  
idioms  
theme  
mood